the Korean War, ''Sparky'' enlisted in the U.S. Naval Reserves and was assigned to the USS *Randolph* as a signalman.

Rising to the rank of Ensign 3rd Class, his fourteen months on the USS *Randolph* came to an end in the summer of 1954. On returning home, Richard Adams began teaching physical education and coaching football as well as basketball at Monroe High School. In 1956, he started teaching physical education for the Kenmore public schools, started at Kenmore East in 1959, totaling 30 years of teaching in the Kenmore-Town of Tonawanda School District.

''Sparky'' and Jean Rathmann met in 1955, married in 1956, and spent the next sixty-four years together until her passing last year. Their three children, Richard Jr., Penny Jo, and Amy Leigh, as always, took solace in their father's weirds: ''if you get knocked down, pick yourself up and try to do better next time.''

''Sparky'' and Jean had connected immediately; not only did they marry after ten months, but she became a frequent confidant for his coaching schemes. With the assistance of his wife and the legend Jules Yakapovich, Coach Adams became a legend in his own right when he concluded his high school coaching in 1977 with four consecutive league championships.

His résumé also includes hundreds of college athletes and college football coaching offers. In fact, he would go on to coach Buffalo, Canisius, and eventually Buffalo State, where he paired with head coach Jerry Boyes to end his college coaching tenure like his high school career; the Bengals went deep into the playoffs and ensured ''The Legend'' went into retirement with a bang. He retired at age 70 but continued his tour of local football teams as an assistant coach at Benjamin Franklin Middle School alongside his best friend and coach Lou Reuter.

Coach Adams may have sparked many of his athletes' and students' careers, but the soon-to-be nonagenarian also molded their morals with his mentorship. The sailor from Silver Creek made such a mark that his name is now emblazoned on Kenmore East's football field—Coach Dick ''Sparky'' Adams Field will remind future athletes of the coach who cared more for character and confidence than championships.

Richard Towne Adams, Sr. went by many names—Ensign to the Navy; teacher to his students; coach to his athletes; husband to Jean; and father to three. But perhaps there's just one name that can encapsulate what he meant to everyone he met and to those who didn't get the pleasure: Happy 90th to ''The Legend'' Sparky Adams.

HONORING THE MIDWAY BARBER SHOP

HON. TED BUDD

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 18, 2021

Mr. BUDD. Madam Speaker, I rise today to honor and recognize the Midway Barber Shop in Davidson County, North Carolina. After 50 years in business, Midway Barber Shop saw its last customers on March 13, 2021.

John Faust opened the Mid way Barber Shop in May of 1970 and Davidson County has been better off ever since. He had a tremendous impact on the lives of those who came into his shop. John was a man of character that put family and faith at the center of his life. One customer remarked, ''He wasn't just my barber, he was my friend, my confidant, and my encourager.''

To Kent Phillips, he was a dedicated friend and mentor. John hired Kent in 1978 not long after Kent finished high school and Kent has worked at the barber shop ever since. Philips said of his boss, ''In 38 years of working together, we never had a cross word,'' he said. ''If you could not get along with that man, you needed to look at yourself in the mirror.''

The Midway Barber Shop represented more than just a place to get a haircut: it was a community institution. In this business, people were more than just customers, they were known as friends and family.

Madam Speaker, the Midway Barber Shop was a gem of Davidson County. Our community is sad to see it go, but thankful for its years of service.

MSI STEM ACHIEVEMENT ACT

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 18, 2021

Ms. JOHNSON of Texas. Madam Speaker, today I am pleased to introduce the MSI STEM Achievement Act, which is cosponsored by Mr. WALTZ.

There is no denying the fact that our success as a nation is closely tied to our capacity to build and sustain a highly-skilled workforce, one that is equipped to take on the pressing challenges of the 21st century and to maintain our leadership in the global economy.

Today we are facing grave challenges on many fronts. We are battling a deadly pandemic and a severe economic downturn. We are racing to find sustainable sources of energy and working to mitigate the destructive impacts of climate change. We are fighting against attempts to undermine our democracy by threats both foreign and domestic. Our future prosperity and security are further threatened as competitors like China outpace our investment in scientific research and make rapid advances in critical technologies like advanced communications, quantum computing, and artificial intelligence.

To solve these problems, we need a cadre of trained scientists and engineers pushing the boundaries of what we know and what we can achieve. We need computer scientists and economists, biologists and mathematicians, engineers, chemists, and social scientists. So far, we have gotten by with a STEM workforce that does not represent the diversity of our nation. However, that is not a sustainable path forward.

Compared with their proportions in the U.S. population, members of racial and ethnic minority groups are significantly underrepresented among STEM degree earners. Less than 25 percent of all bachelor's degrees and 9 percent of doctorates in STEM are earned by underrepresented minority students. Despite representing 18 percent of the U.S. population, just 9 percent of bachelor's degrees in mathematics and physics are earned by Hispanics. In nearly all STEM fields, the proportion of STEM bachelor's degrees earned by Black students has either stagnated or declined since 1996. Black students earned only 4.8 percent of bachelor's degrees in engineering in 1996. Today, that share is 3.9 percent. In the past two decades, representation of Black students among bachelor's degree earners in computer science has fallen from 9.9 percent to 8.7 percent.

The challenges we face today demand a dramatic expansion of the STEM workforce, one that is inclusive of talented students of all races, ethnicities, and socioeconomic backgrounds. Fortunately, the nation's minority serving institutions (MSIs) have paved the way with proven approaches for the recruitment and retention of students from marginalized groups in STEM studies. The National Academy of Sciences released a report in 2018 highlighting the outsized contributions made by MSIs, including Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs). For instance, HBCUs make up only 3 percent of the nation's colleges and universities, but graduate 28 percent of African American students earning bachelor's degrees in the physical sciences, 26 percent in mathematics, and 25 percent in the biological sciences. However, these institutions have been hit hard by the COVID–19 crisis and more investment and targeted outreach is needed to enable MSIs to fully realize their potential to contribute to the STEM workforce.

The bill directs the Government Accountability Office (GAO) to compile an inventory of competitive funding programs at Federal science agencies targeted to MSIs and recommend steps for agencies to increase the participation and the rate of success of MSIs in these programs. The National Science Foundation is directed to support research to better understand the contributions of MSIs, disseminate and scale up successful models, and identify effective approaches to building the STEM education and research capacity of under-resourced MSIs. The Office of Science and Technology Policy (OSTP) is directed to issue policy guidance to Federal science agencies for outreach to raise awareness of funding opportunities and provide guidance on competing for funding. OSTP is also directed to develop a strategic plan to increase the capacity of MSIs to compete for federal research and STEM education funding.

Our STEM skills shortage is holding us back. As Chairwoman of the Committee on Science, Space, and Technology I am determined to change that situation. The way I see it, we have two possible futures: one in which we rise to the moment and leverage all of our human capital, and one in which our capacity for innovation and our standing in the world continue to erode. I know which future I want to see happen, and I urge my colleagues to support this important legislation.

PERSONAL EXPLANATION

HON. JOSEPH D. MORELLE

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 18, 2021

Mr. MORELLE. Madam Speaker, I regrettably missed Roll Call vote 86 H.R. 1620 The